

DOCUMENT RESUME

ED 313 057

IR 053 153

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TITLE ERIC Annual Report-1988. Summarizing the Accomplishments of the Educational Resources Information Center.

INSTITUTION Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE Sep 89

NOTE 42p.; Volume 2, which was intended to cover trends and issues within each ERIC clearinghouse's scope area, was canceled for 1988. For the 1987 report, see ED 301 192-193.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Bibliographic Databases; *Clearinghouses; *Documentation; *Educational Research; *Information Centers; Information Dissemination; *Information Retrieval; *Information Services; Microfiche

IDENTIFIERS *ERIC

ABSTRACT

This is the second in a series of annual reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program, which is funded and managed by the Office of Educational Resources and Improvement in the U.S. Department of Education. The report begins by presenting background information on ERIC's information services and products, its structure, and the components of the system. The functions and accomplishments of the 16 ERIC Clearinghouses are then described, including database building activities, outreach activities (including ERIC Partners), user services, and publications. Highlights of projects and products of the individual clearinghouses conclude this section. ERIC Processing and Reference Facility activities are also described, including the ERICSTAT Project, ERIC Digests Online, and automation of the Acquisitions Data Report. A brief description of the functions of the ERIC Document Reproduction Service (EDRS) is provided next, followed by a list of the 10 most popular ERIC documents ordered from EDRS during the year. The report concludes with descriptions of other ERIC system initiatives undertaken during the year, which include an assessment of the coverage of CIJE (Current Index to Journals in Education); several ERIC system components working with InterED--a group representing education indexes in Australia, Canada, and the United Kingdom--to develop a cluster of educational databases called ERIC International; the initiation of a competition for ACCESS ERIC, a new outreach component for the system; and highlights of the work of several ERIC Task Forces. Appended are six tables of data on the ERIC system and a directory of ERIC system components. (BBM)

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* from the original document. *

ED313057



Annual Report—1988

Summarizing the accomplishments of the
Educational Resources Information Center

Office of Educational Research and Improvement
Information Services



R053153

This report was prepared by:

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Robert M. Stonehill
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ERIC Program
Office of Educational Research
and Improvement
U.S. Department of Education

September 1989



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

October 24, 1989

In 1966, the Educational Resources Information Center--ERIC--was established to archive government research documents. In the two decades that have followed, ERIC has become the world's largest and best-known educational database, a resource for educators and scholars, and the model for online information systems in all professional fields. The ERIC Annual Report--1988 describes, for the first time, the ERIC program as it exists today. Drawing on information collected from the ERIC Clearinghouses and support contractors, the commercial online and compact disk (CD-ROM) database vendors, and the Government Printing Office, this report discusses what ERIC is, what it does, where it goes, and whom it serves.

ERIC has evolved into a system designed to serve diverse needs and audiences, and the measures of its reach are impressive. The acquisition program, originally concentrated on government research, now also includes curriculum materials, policy studies, conference papers and speeches, and articles culled from nearly 800 education journals--a total of 30,000 new entries each year. To supplement its database development, ERIC Clearinghouses actively synthesize and disseminate the information they collect. In 1988, ERIC issued over 250 publications, distributed over 1 million complimentary documents, sold nearly 100,000 copies of ERIC publications, and responded to over 100,000 inquiries.

Today ERIC continues to search for new ways to reach educators, education policymakers, and concerned citizens. For instance, the availability of the ERIC database on CD-ROM has made ERIC accessible to users around the world who no longer must rely on expensive telecommunications to link them with online information services. A major new system component, ACCESS ERIC, has been established to disseminate systemwide products and to provide a focal point for public access to ERIC. And ERIC Digests--concise documents which summarize current information on important educational topics and which are appropriate for teachers, students, administrators, and parents as well as for researchers--are now being made available in full-text through a number of online information systems.

It is important that the public be aware of this treasury of educational information. I will continue to support ERIC in applying the latest technology to make its database and publications available throughout the world.

Christopher T. Cross
Assistant Secretary

PREFACE

It is difficult to capture a year's worth of activities and accomplishments in a brief summary, particularly for a year as eventful as 1988. It was a year of great change for the ERIC system, beginning with the award of new five-year ERIC Clearinghouse contracts. The competition for ERIC Clearinghouse contracts—while maintaining ERIC's critical role in acquiring important unpublished documents and reports and in indexing and abstracting the education journal literature—also established some significant new directions and requirements, including:

- the development of an expanded series of practitioner-oriented publications;
- the establishment of a network of "ERIC Partners" to assist the Clearinghouses with dissemination and acquisition activities;
- the provision of an expanded array of user services and dissemination activities;
- the identification and indexing of information about statistical databases; and
- the establishment of a national advisory board for each Clearinghouse.

Several of these new directions were based on recommendations from the ERIC Redesign Study, an extensive review of the ERIC system begun in 1986 to prepare for the recompetition of the ERIC Clearinghouses. To initiate these activities, OERI had requested a substantial increase in ERIC's appropriation. However, in both fiscal years 1988 and 1989, ERIC received only \$5.7 million—the same as before the ERIC Redesign Study. The challenge to the Clearinghouses, and to the program as a whole, was to expand products and services in the absence of new resources.

The year saw other changes as well. As a result of the competition, three new ERIC Clearinghouse contractors were selected: Indiana University for the ERIC Clearinghouse on Reading and Communication Skills; American Institutes for Research for the ERIC Clearinghouse on Tests, Measurement and Evaluation; and the Appalachia Educational Laboratory for the ERIC Clearinghouse on Rural Education and Small Schools. These new contractors brought a tremendous amount of enthusiasm and energy to the

ERIC program, even though the transition signalled a loss to the program of three experienced and highly regarded institutions that had been a part of ERIC almost since its inception: the National Council for Teachers of English, the Educational Testing Service, and New Mexico State University.

ERIC experienced another significant loss in 1988. James Prevel, who had served for many years as the Federal program officer for the ERIC Processing and Reference Facility, and who tirelessly worked to keep ERIC up-to-date in its applications of new technologies, died suddenly on August 27.

In summary, 1988 marked a year in which the ERIC program expanded its horizons with ambitious new operating agreements for the Clearinghouses and with systemwide goals and strategies for reaching and serving wider audiences. This trend should continue through 1989 with the establishment of ACCESS ERIC, a competition for a new five-year contract for the ERIC Processing and Reference Facility, and the creation of the first "Adjunct" ERIC Clearinghouses to address areas such as Literacy Education for Limited English Proficient Adults and Art Education. Despite our disappointment that ERIC did not receive additional funding in 1988, we nevertheless remain optimistic about ERIC and its future and we are confident that ERIC will do more, year after year, to make the most important current information about education available to the American public.

Robert M Stonehill

Robert M. Stonehill
Director, Educational Resources
Information Center (ERIC)

TABLE OF CONTENTS

PREFACE	i
A Profile of ERIC	1
An Overview of the ERIC System	7
The ERIC Clearinghouses	9
Database Building	9
Resources in Education (RIE)	9
Current Index to Journals in Education (CIJE)	10
Vocabulary Development	10
Outreach Activities	11
ERIC Partners	11
Assessing User Needs	11
Targeted Products	11
User Services	12
Publications and Information Synthesis	12
Clearinghouse Highlights: Projects and Products	13
The ERIC Processing and Reference Facility	23
ERIC Document Reproduction Service	25
Other ERIC System Initiatives	27
Assessment of CIJE Coverage	27
ERIC International	28
ACCESS ERIC	29
ERIC Task Forces	30
TABLE 1: ERIC Service Providers by State and Foreign Country	33
TABLE 2: ERIC Service Providers by Type of Organization	33
TABLE 3: Recipients of <u>Resources in Education</u> , by State	34
TABLE 4: Recipients of <u>Resources in Education</u> , by Country	35
TABLE 5: Statistical Report of ERIC Clearinghouse Activities	36
TABLE 6: ERIC Clearinghouse and Facility Staff and Appropriation Levels, 1988	38
APPENDIX 1: ERIC Clearinghouses and Other Network Components	

A Profile of ERIC

What is ERIC? The Educational Resources Information Center (ERIC) is a nationwide information network designed to provide users with ready access to the education literature. Established in 1966 to make government-sponsored educational research available from a single source, ERIC now collects, analyzes, and distributes information from local, state, Federal, and international sources.

The ERIC system—managed by the U.S. Department of Education's Office of Educational Research and Improvement (OERI)—consists of 16 Clearinghouses and several system support components, including the ERIC Processing and Reference Facility, ACCESS ERIC (established in May 1989), the ERIC Document Reproduction Service, and public and private publishers (for example, Oryx Press) and information services. Funding for the ERIC program in Fiscal Year 1988 was \$5.7 million.

ERIC actively solicits papers, conference proceedings, literature reviews, curriculum materials, and other types of publications from researchers, practitioners, educational associations and institutions, and Federal, state, and local agencies. These materials, along with articles from nearly 800 different journals, are indexed and abstracted for entry into the ERIC database.

The ERIC database—the largest education database in the world—now contains nearly 700,000 records of documents and journal articles. Users can access the ERIC database online (for example, via telephone line from their computer to an information service), on Compact Disk-Read Only Memory (CD-ROM), or through print and microfiche indexes.

**672 institutions of higher
education, public libraries,
ERIC Clearinghouses, and
non-profit organizations
95 government agencies
13 for-profit organizations
111 foreign organizations**

**ERIC SERVICE PROVIDERS,
as of June 1986**

Where is ERIC? About 3,000 locations around the world receive ERIC materials on a regular basis. ERIC collections and materials are found in every state in the United States and in more than 60 countries throughout the world. Of the 3,000, about 900 locations (see Tables 1 and 2) are designated as ERIC information service providers. Each maintains a substantial microfiche collection or can perform computer searches of the ERIC

database for clients. About 780 providers are located in the United States and the outlying territories while 111 are in foreign countries.

What is contained in the ERIC database? A person searching the ERIC database will find citations to documents and journal articles. Documents are primarily unpublished or fugitive materials, including research studies, program descriptions and evaluations, conference proceedings, curriculum materials, bibliographies, and other documents. In 1988, over 12,000 documents were selected, cataloged, indexed and abstracted, and announced in ERIC's monthly abstract journal *Resources in Education (RIE)*. Most documents announced in RIE are available in microfiche or paper copy.

Similarly, ERIC announces current journal literature in a separate monthly publication titled *Current Index to Journals in Education (CIJE)*. The journal citations contain short summaries of articles from nearly 800 education-related journals. In 1988, nearly 17,000 new journal article citations were added to the ERIC database.

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SP022181

A Nation At Risk: The Imperative for Educational Reform. An Open Letter to the American People. A Report to the Nation and the Secretary of Education

Gardner, David P.; and Others
National Commission on Excellence in Education, Washington, DC.

Available from: Superintendent of Documents, GPO, Washington, DC 20402
(Stock No. 065-000-00177-2, \$4.50).

EDRS Price - MF01/PC03 Plus Postage

Language: English

Document Type: Position Paper (120); . . .

Geographic Source: US; District of Columbia

Journal Announcement: RIEJun83

This report: (1) investigates the declining state of the educational system in America as measured by high school student performance in the United States and other countries; (2) identifies specific problem areas; and (3) offers multiple recommendations for improvement . . .

Descriptors: *Academic Achievement; Academic Standards; Back to Basics; Comparative . . .

SAMPLE DOCUMENT RESUME

ERIC resumes contain important information about the documents and journal articles—for instance, title, author, sponsoring agency, date, key descriptors, and an abstract—but do not contain the full text of the articles. The RIE and CIJE files, together with the ERIC Thesaurus, form the ERIC database.

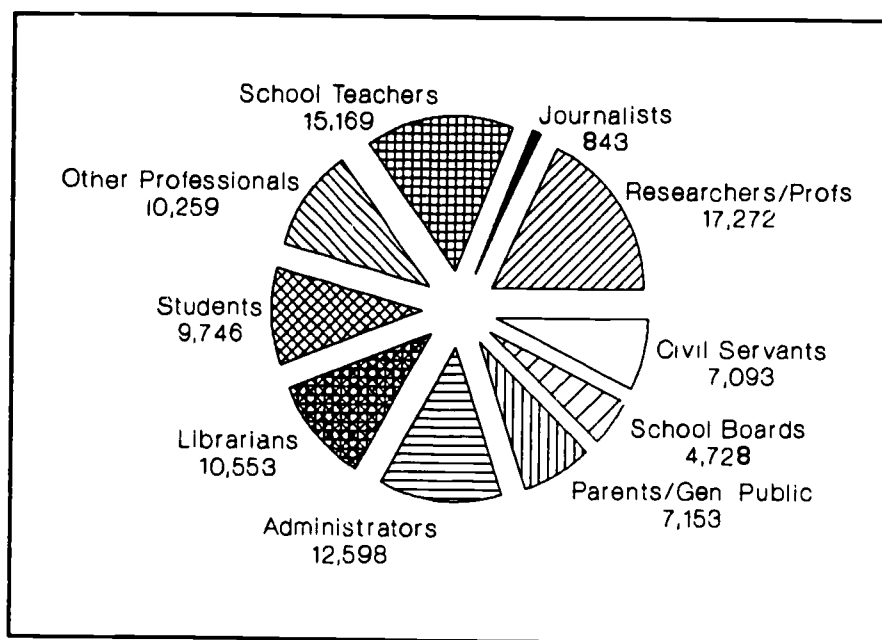
Are the full texts of the documents and journal articles available? Most documents entered into the ERIC database are filmed and stored on microfiche. ERIC microfiche collections—which contain the full text of most ERIC documents—are available for public use at nearly 900 locations worldwide. Reprints of ERIC documents, on microfiche or paper, can also be ordered from the ERIC Document Reproduction Service (EDRS). In 1988, EDRS responded to 12,000 "on-demand" orders for ERIC document reprints. Orders to EDRS can be placed by mail, by telephone (EDRS maintains a toll-free 800-number), by FAX, through the OCLC Interlibrary Loan subsystem, or through the online vendors.

The journals cited in ERIC, however, present a different situation. Each journal has its own publisher and is copyrighted by that publisher. Moreover, users with access to public or university libraries (many of which provide public services) can usually obtain journal articles there or through inter-library loan. For people who do not have easy access to a library, reprints of nearly 90 percent of the journal articles cited in ERIC can be ordered from University Microfilms International (UMI) Article Clearinghouse, in Ann Arbor, Michigan.

Where are RIE and CIJE distributed? The United States Government Printing Office (GPO) has 1,635 domestic and international subscribers who receive the printed edition of RIE every month. GPO also sends 1,073 printed copies of RIE and 720 microfiche copies of CIJE to depository libraries throughout the United States (see Tables 3 and 4). Further, the Library of Congress sends RIE to 18 foreign institutions on an exchange basis and to 65 foreign libraries as part of a set of GPO publications sent abroad monthly.

Who receives ERIC Clearinghouse services? In the recompetition of the Clearinghouses in 1987, ERIC committed itself to reaching more diverse audiences. In addition to researchers and teachers, ERIC has attempted to reach policymakers, journalists, and the general public.

Detailed information collected during 1988 indicates that ERIC is now receiving requests for information from a wide spectrum of users.



ERIC Users, by Profession

During 1988, the ERIC Clearinghouses and the ERIC Processing and Reference Facility (the Facility) responded to over 100,000 requests for information. Government agencies (federal, state, local, and foreign) constituted about 7 percent of the total users. Although the elementary/secondary education sector comprised 32 percent of the total users, and postsecondary education 40 percent of the total users, the other category of users—librarians, journalists, other professionals, parents, and the general public—constituted 21 percent of the total. While most of the student users were at the postsecondary level (8,755), it is encouraging to see that elementary and secondary students are also beginning to use ERIC. (see Table 5).

How much was the ERIC database used in 1988? Since commercial information services must maintain detailed records for billing purposes, it is possible to estimate accurately the amount of online usage of the ERIC database.

Colleges and universities represented the most frequent online ERIC users (about 50 percent of the searchers), followed by medical organizations and school districts. ERIC ranked fifth among databases in terms of use, and twentieth in total revenue generated, according to an online industry newsletter.

Online use of the ERIC database increased slightly in the past year, despite the rapid growth in popularity of ERIC on CD-ROM. The number of subscriptions to ERIC on CD-ROM is estimated at about 2,500. However, unlike ERIC online, it is impossible to accurately estimate usage figures for CD-ROM. Hundreds of university, school and public libraries now have CD-ROM workstations dedicated to ERIC, which clients use on their own or with minimal assistance and without much recordkeeping.

Total online search time:***80,000-100,000 hours******Number of online users:******100,000, from 90 countries******Number of searches: 450,000******Number of output records:******6.5 million citations******Total online user costs:******\$2.5 million***

Source: Industry Newsletter and online vendors.

An Overview of the ERIC System

The ERIC system is an interactive network consisting of management staff within OERI (the ERIC Program), a network of 16 ERIC Clearinghouses, the ERIC Document Reproduction Service (EDRS), the ERIC Processing and Reference Facility, and Oryx Press and other public and private publishers and vendors of online and CD-ROM computer information retrieval services.

ERIC Program staff, located in the Department of Education's Office of Educational Research and Improvement, administers the ERIC program by planning systemwide activities and future directions and by making program policy and budget determinations. Clearinghouses work under the direction of ERIC program monitors, who closely oversee the operations of the ERIC system, provide technical guidance, approve the development of new materials and services, and review and approve documents and products.

ERIC Clearinghouses—located around the country—are responsible for acquiring, processing, and disseminating information about a particular aspect or subject area of education, such as reading and communication skills, adult education, education management, technology, and higher education (see Appendix 1 for a complete list of Clearinghouses).

The ERIC Processing and Reference Facility is the technical hub that processes documents for entry into the database and that maintains quality control standards for the entire ERIC system. The Facility receives and edits the abstracts and annotations prepared by the Clearinghouses, prepares the magnetic tapes that are the heart of the ERIC storage and retrieval system, and performs systemwide information and coordination functions.

The ERIC Document Reproduction Service (EDRS) is the organization that provides microfiche and paper copies of original documents announced in *Resources in Education*. It serves Standing Order Customers (SOCs), i.e., subscription customers who purchase the complete fiche set; and prepares individual fiche and paper copy on receipt of customer orders.

Oryx Press, a commercial publishing firm, produces and markets *Current Index to Journals in Education* and other basic ERIC-related resource publications, such as the *Thesaurus of ERIC Descriptors*.

The ERIC Clearinghouses

Each ERIC Clearinghouse is assigned a well-defined and unique scope of coverage (see Appendix 1 for the complete listing of ERIC Clearinghouses and their assigned topic areas). ERIC Clearinghouses perform four basic tasks: database building, outreach, user services, and publications and information synthesis.

In carrying out these tasks, Clearinghouse staff acquire, evaluate, catalog, abstract and index documents and journal articles, produce and disseminate a variety of materials for diverse audiences, respond to a multitude of inquiries and information requests, and conduct training workshops at numerous professional conferences and meetings.

Clearinghouse funding. In Fiscal Year (FY) 1988, OERI spent just under \$4.9 million, or 86 percent of ERIC's \$5.7 million appropriation, on ERIC Clearinghouse contracts. Contract amounts for the 16 Clearinghouses ranged from \$262,000 to \$379,000, with an average amount of \$306,000 (see Table 6).

Clearinghouse staffing. The 16 ERIC Clearinghouse contracts supported a total of almost 180,000 person-hours of effort, or about 97 full-time equivalent (FTE) staff. Over 31,000 hours (or 17 FTEs) were contributed by the host institutions. Thus, the total number of full-time staff in 1988 for the ERIC program was about 114. This total is identical to the 114 FTE staffing level reported for the Clearinghouses in 1987 (see Table 6).

The four major Clearinghouse tasks of database building, outreach, user services, and publications and information synthesis are discussed in detail in the following sections.

Database Building

Although the ERIC Clearinghouses have attempted to implement the goals of the ERIC Redesign Study—to develop new audiences, products, and dissemination efforts—database development remains at the heart of the ERIC system.

Resources in Education (RIE). In 1988, the Clearinghouses acquired nearly 20,000 new documents to review for possible selection for the ERIC database. Of the documents received, about 13,200 were solicited directly or through the nearly 1,700 acquisitions arrangements that ERIC has with

associations and institutions worldwide, while about 6,400 (about one-third) were unsolicited.

The ERIC Clearinghouses exercise discretion in selecting the documents that will become part of the ERIC database. Each Clearinghouse follows systemwide selection criteria—which include such characteristics as content relevance, objectivity, technical adequacy, timeliness, and reproducibility.

The ERIC Clearinghouses rejected over 7,100 documents, or about 32 percent (see Table 5) of the documents received in 1988, and selected 13,459 (some of which were received in 1987 but not yet processed) for processing into RIE. The final count of documents actually processed into RIE was 12,129, bringing the total number of citations in RIE, through 1988, to 290,038.

Current Index to Journals in Education (CIJE). The Clearinghouses reviewed about 3,400 journal issues in 1988, from which 18,314 articles were selected for the ERIC database. The total number of journal articles actually processed and added to the database in 1988 was 16,967, bringing the total number of CIJE citations to 375,771.

Vocabulary Development. Coupled with its mission to collect and index the important educational literature, ERIC also is charged with developing the definitive indexing vocabulary for education. This vocabulary is published by Oryx Press as the *Thesaurus of ERIC Descriptors*. The *Thesaurus* contains a controlled vocabulary of educational terms which reflect ERIC's 22 years of monitoring changes in the field of education and which are used to search the ERIC database efficiently and accurately. The *Thesaurus* now contains 9,467 terms—5,369 main terms and 4,098 terms that are not used for indexing but which direct users to the appropriate descriptor.

In 1988, the Clearinghouses submitted 80 new terms to the ERIC Facility Lexicographer, who, with the assistance of a nationwide Vocabulary Review Group, reviews all new Descriptors recommended by the Clearinghouses. Last year, 79 new terms were approved for the *Thesaurus*.

The *Identifier Authority List (IAL)* serves as a companion volume to the *Thesaurus*. The IAL contains Identifiers, which are limited subject retrieval terms not found in the *Thesaurus*, such as proper nouns or new, yet-to-be-established terminology. Through 1988, ERIC has documented over 40,000 Identifiers.

Outreach Activities

Expanded outreach activities were a major feature of the ERIC Clearinghouse competition, and 1988 was the first year in which a major emphasis was placed on activities to systematically reach new ERIC users. These activities included assessing user needs, linking with professional organizations and ERIC Partners, and developing products targeted for specific audiences. In 1988, Clearinghouse staff participated in over 500 conferences and meetings, making 390 presentations and sponsoring 113 exhibits.

ERIC Partners. During 1988, the Clearinghouses intensified their efforts to increase their contacts and relationships with organizations designated to be "ERIC Partners." Based on a recommendation from the ERIC Redesign Study of 1986, ERIC Clearinghouses were required to develop networks of ERIC Partners under their new contracts. ERIC Partners are defined as organizations that work with ERIC to help their constituents obtain pertinent education information. Partners agree to disseminate ERIC materials to their constituents and, if appropriate, to help acquire materials for the ERIC database. In 1988, there were over 500 Partners working with the ERIC Clearinghouses.

Assessing User Needs. Every Clearinghouse developed methods for assessing user needs, such as:

- analyzing patterns of inquiries and soliciting evaluative information from users;
- consulting with Clearinghouse national Advisory Boards and ERIC Partners;
- reviewing and analyzing the literature in their subject area;
- consulting with client groups at meetings and workshops; and
- participating in national conferences and analyzing conference agendas.

Targeted Products. The ERIC product lines all reflect the types of information judged to be of use to ERIC's diverse audiences. The Digests, monographs, trends and issues papers, journal articles and columns differ in their levels of comprehensiveness and complexity, adjusting to meet the specific informational needs of different clients. A host of other Clearinghouse products to meet users' needs have also evolved: mini-bibliographies,

pre-packaged computer searches on popular topics, flyers and brochures on Clearinghouse products and services, and special electronic bulletin boards that present abstracts of documents judged worthy of special recognition.

User Services

The third major task of ERIC is to provide reference and referral services to the public. These services can include literature searches (computer or manual), preparation of bibliographies, identification of sought-after documents, or referrals to other sources of information; for example, databases such as the National Technical Information Service (NTIS).

The Clearinghouses received over 95,000 inquiries last year—in the form of letters (52,623), visitors (22,451), and telephone and electronic mail (19,713). On the average, each Clearinghouse receives nearly 6,000 inquiries and visits per year (see Table 5).

In 1988, the Clearinghouses responded to nearly 467,000 requests for ERIC products and information. An overwhelming 85 percent of these requests was for Clearinghouse products. The remaining 15 percent was requests for subject specific information, specific titles, ERIC information, to be placed on a mailing list, or to use the Clearinghouse resources.

Publications and Information Synthesis

The Clearinghouses produce an impressive and extensive array of publications. They produced 163 ERIC Digests, two-page analyses of recent research findings and information on major topics. Nearly 270,000 Digests were distributed at no charge during 1988, while 5,612 were sold for a minimal price.

Clearinghouses also produced 48 major publications, including research reviews and syntheses, monographs, state-of-the-art papers, and guides to the literature in the field. The Clearinghouses also produced 156 shorter publications—such as annotated bibliographies, issues papers and journal columns—of which almost 643,000 were distributed free to the public and about 10,500 sold at minimal cost.

In summary, the Clearinghouses distributed over 1 million complimentary ERIC products—including Digests, newsletters, publications, and brochures—and sold almost 100,000 ERIC products, mainly major publications (see Table 5).

Clearinghouse Highlights: Projects and Products

Each year ERIC Clearinghouses carry out special projects or activities in addition to their basic tasks. In general, special projects are of three types: (1) systemwide improvement activities, e.g., preparing a report for an ERIC Task Force; (2) subject area initiatives, e.g., co-sponsoring topical conferences or projects with associations or institutions; and (3) the publication and distribution of materials in addition to those required by the contract. The following section of the report highlights selected special projects and activities across the Clearinghouses in 1988.

**Adult, Career, and
Vocational
Education**

- Clearinghouse Best Seller: *Career Development of Single Parents* (311 copies).
- Co-sponsored the Northwest Regional Educational Laboratory's conference *Work Now and In the Future* and provided ERIC materials for inclusion in the packets that were distributed to over 700 vocational and career educators attending the conference.
- Issued a press release to help acquire current materials on high-priority topics for the database.
- Featured acquisitions activities in an issue of the *ERIC File*, the Clearinghouse's information bulletin which is distributed to more than 5,000 people.

**Counseling and
Personnel Services**

- Clearinghouse Best Sellers: *Counseling Underachievers* (527 copies); *Inner World, Outer World: Understanding the Struggles of Adolescents* (493 copies); *Career Development* (453 copies); and *Counseling Students Through Their Individual Learning Styles* (copies 427).
- Established an ERIC Partnership with the Phillipine Career Guidance Association to increase Phillipine career counselors' access to ERIC products and services.

Educational
Management

- Collaborated with the American Association for Counseling and Development to publish a *Guide to Counseling Software* containing 90 software reviews, over 500 software descriptions, 5 state-of-the-art discussions of software in topical areas, and a general discussion of software and computer use in counseling.
- Co-sponsored a conference on *The Role of Computers in Comprehensive Career Guidance Programs* with the Michigan State Department of Education.
- Redesigned the format of ERIC/CAPS publications to increase their attractiveness, particularly in displays at professional association meetings.
- Clearinghouse Best Sellers: *The Intern Teacher Casebook* (364 copies); *Collegiality, Participative Decision-Making, and the Collaborative School* (370 copies); and *Leadership of Effective Schools* (323 copies).
- Enhanced its dissemination efforts, resulting in the extensive distribution of Clearinghouse-produced information. Most of this dissemination was done by professional associations and school board associations, which reprinted and distributed nearly 300,000 copies of Clearinghouse documents and Digests.

Elementary and
Early Childhood
Education

- Clearinghouse Best Sellers: *A Place Called Kindergarten* (516 copies) and *Children's Social Development: Information for Teachers and Parents* (202 copies).

Handicapped and
Gifted Children

- Completed the ERIC Digest Online (EDO) project—a full-text database of over 350 short, topical Clearinghouse reports. These Digests were available online through ED-Line, the OERI Toll-free Bulletin Board, and several PLATO systems.
- Co-sponsored a conference, with the University of Illinois and the Johnson Foundation, that focused on kindergarten screening, assessment, and curricula.
- Clearinghouse Best Sellers: *Life Centered Career Education: Activity Books I and II*, *College Planning for Gifted Students*, *Early Childhood Special Education: Birth to Three*, and *Flexible Pacing for Able Learners*.
- Coordinated a conference of 150 special education researchers, funded under a special project of the U.S. Department of Education's Office of Special Education Programs. The conference focused on research design and methodological issues.
- Published *College Planning for the Gifted*, a practical guide for students and parents. The U.S. Information Agency has requested copies for exhibit in over 50 countries.
- Developed "ERIC Hilites," a SpecialNet bulletin board and database that presents the abstracts of documents judged worthy of special recognition even before the documents appear in the ERIC database.
- Chaired the ERIC Directors Executive Committee, an elected group of ERIC Clearinghouse managers that work closely with ERIC Program staff to review and make recommendations on systemwide policy and procedural issues.

Higher Education

- Clearinghouse Best Sellers: *College Student Outcomes Assessment: A Talent Development Perspective* (4,025 copies), *The Invisible Tapestry: Culture in American Colleges and Universities* (3,630 copies), and *Critical Thinking: Theory, Research, Practice, and Possibilities* (3,758).
- Chaired the ERIC Technical Steering Committee, which serves as a conduit between the network's technical processing staff and the ERIC system. The Committee systematically investigates proposed system improvements and operational recommendations prior to their incorporation into ERIC operations.

Information Resources

- Clearinghouse Best Seller: *Educational Technology: The Closing-in or the Opening-out of Curriculum and Instruction* (190 copies).
- Provided free online access to the 1984-1989 ERIC database to the entire Syracuse University community.
- Completed an extensive evaluation of **MICROSearch**, a system for downloading topical portions of the ERIC database onto computer diskettes, along with a search system. This study asked users to compare the MICROSearch product with and without abstracts, and found that users far preferred references that also contained abstracts.

Junior Colleges

- Clearinghouse Best Sellers: *Enhancing Articulation and Transfer* (1,151 copies) and *Issues in Personnel Management* (1,038 copies).

Languages and
Linguistics

- Chaired the Vocabulary Review Group (VRG) that acts as liaison with the Facility, Clearinghouses, users, and OERI. The VRG reviews all proposed additions and changes to the ERIC Thesaurus, ensuring that the controlled education vocabulary remains current and precise.
- Developed the publication *What Works in Community Colleges*, in which ERIC documents and journal articles were analyzed to identify effective instructional and administrative practices.
- Clearinghouse Best Seller: *ESL Through Content-Area Instruction: Math, Science, Social Studies* (826 copies).
- Coordinated a symposium on language aptitude testing funded by the Central Intelligence Agency, the Defense Language Institute, the Federal Bureau of Investigation, the Foreign Service Institute, the National Security Agency, and the U.S. Department of Education. The purpose was to allow the agencies to share their research on language aptitude testing, and to develop recommendations for future cooperation and research. Proceedings of the symposium will be published in the Clearinghouse's publication series *Language in Education* in 1989.

Reading and
Communication
Skills

- Clearinghouse Best Sellers: *Using Micro-computers in Elementary Language Arts Instruction* (1,300 copies) and *Understanding the Stages of a Child's Reading Development* (1,000 copies).

Rural Education
and Small Schools

- Established a working relationship with textbook publishers to organize a textbook study center. The center will gather research related to reading textbooks and will disseminate that information through seminars and publications.
- Instituted a co-publishing arrangement with the International Reading Association. In response to the ERIC system's emphasis on reaching wider audiences, the jointly-published series will be targeted for parents. Manuscripts for two titles in this series—*Helping Your Child Become a Reader*, and *You Can Encourage Your High School Student to Read*—were approved in 1988.
- Initiated development of a one-stop-shopping center for educational information, tentatively given the name EDINFO. Representatives of American Telephone and Telegraph (AT&T), Indiana University, and OERI were involved in discussions of the proposal.
- Clearinghouse Best Sellers: *Creating Humane Climates Outdoors* (317 copies), and *Directory of Organizations and Activities in American Indian Education* (298 copies).
- Prepared several camera-ready slicks—short treatments about how ERIC addresses several educational topics—for use by journalists and editors, especially of small, local newspapers.
- Produced the *Parent's Guide to the ERIC Database*, an 85-page brochure to assist educators in locating resources that will help them to work with parents.

Science,
Mathematics, and
Environmental
Education

- Collaborated with Appalachia Educational Laboratory's Rural Schools Initiative program to provide technical assistance to the Southern Virginia Library Consortium, where Clearinghouse staff are working with the faculty and staff of eight local educational agencies in installing and using ERIC on CD-ROM.

- Clearinghouse Best Sellers: *Research on Mathematics Education Reported in 1986* (5,000 copies) and *Summary of Research in Science Education-1986* (2,800 copies).

- Worked with a consortium to develop the Education Utility—decentralized, extensive collections of multi-media educational materials available through computer networks—to promote its potential uses for schools, libraries, public agencies, and higher education institutions.

- Continued cooperative activities with over 30 professional organizations, including the Association for the Education of Teachers in Science; the Council for Elementary Science International; the National Council of Teachers of Mathematics; the Alliance for Environmental Education; the National Association for Research in Science Teaching; and the Biological Services Curriculum Studies.

Social Studies/Social
Science Education

- Clearinghouse Best Sellers: *Lessons on the Federalist Papers* (913 copies), *Civic Writing in the Classroom* (670 copies), and *Teaching History in the Elementary School* (187 copies).
- Began negotiations with the Getty Center for Education in the Arts to obtain funding to enhance coverage of art education.

- Expanded its direct work with professional organizations, including the National Council for the Social Studies, that has led to significantly increased quantity and quality of documents obtained for RIE and has enhanced the visibility of the Clearinghouses to new groups of users.
- Teacher Education
- Clearinghouse Best Seller: *School, Society and Teacher Preparation* (400 copies).
 - Collaborated with the American Educational Research Association and the University of Kentucky on two publications: *Teacher and Teacher Education: Proceedings of the 1988 AERA Division K*, and *Recruitment and Retention of Minority Students in Teacher Education: Proceedings of the 1987 Invitational Conference*.
 - Participated in a national Ad Council campaign to recruit teacher candidates.
- Tests, Measurement, and Evaluation
- Clearinghouse Best Seller: *Measuring School Effectiveness* (158 copies) and *Teacher Competency Examination Programs* (73 copies).
 - Developed the series *References on Disk*, consisting of computerized cumulative indices to several journals, along with descriptors and custom-produced search software called FIND IT. Using FIND IT, journal subscribers can now conduct topical searches on their personal computers, and know that they have immediate access to the journal articles cited.

Urban Education

- Clearinghouse Best Sellers: *Improving the School-Home Connection for Poor and Minority Urban Students* (340 copies) and *Trends and Issues in Urban and Minority Education* (180 copies).
- Developed a monograph, with funds from the MacArthur Foundation, on programs and practices for mentoring youths.
- Worked closely with the Council of Urban Boards of Education to identify, develop, and jointly disseminate ERIC Digests targeted to the distinct concerns of urban school board members.

The ERIC Processing and Reference Facility

The ERIC Processing and Reference Facility (the "Facility") serves all components of the ERIC system. Its major responsibilities are:

- to expand and maintain the ERIC database;
- to coordinate ERIC's document processing activities;
- to maintain technical quality control of the database, the authority lists, and the *ERIC Thesaurus* terms;
- to provide copies of the database and related publications in machine-readable form to public and private database vendors and publishers and to provide technical assistance on database functions; and
- to answer public inquiries and reference requests about the ERIC system and database.

Some of the more significant accomplishments of the ERIC Facility during 1988 are:

ERICSTAT Project. Beginning in 1987 and continuing in 1988, ERIC sponsored a project to identify education-related data files (i.e., collections of statistical data in machine-readable form, usually on magnetic tape), to design a methodology for describing and characterizing the content of such files, to catalog, index, and abstract such files (as adequate documentation is obtained), and to announce selected files routinely in *Resources in Education (RIE)*. As a result of this project, the Facility developed bibliographic descriptions of over 100 education-related databases and datafiles and entered the descriptions and documentation in the ERIC database.

The new type of accession is precedent-setting because it is the first non-print medium permitted in the ERIC database; there may, in fact, be no documents behind a machine-readable data file (MRDF) resume other than the database documentation.

ERIC Acquisitions Arrangements. The Facility published a March 1988 update of the *ERIC Acquisitions Arrangements List*, which documents about 1,700 agreements with educational associations, organizations, and institutions that provide their documents and publications routinely for inclusion into ERIC.

ERIC Digests. Working closely with the ERIC Clearinghouses, the Facility compiled and edited a complete collection of 315 ERIC Digests dating from 1985. Beginning in October 1989, these Digests will be available through DIALOG online in full text, the first time any full-text materials will be available in the ERIC database.

User Services. During 1988, the Facility acquired 4,916 documents, of which 3,694 were assigned to Clearinghouses for consideration for the database, and processed 12,129 resumes for RIE and 16,967 for CIJE. The Facility responded to approximately 2,400 inquiries and completed 143 modifications to the ERIC Thesaurus, including 79 new terms.

Acquisitions Data Report. The Facility began development of an online Acquisitions Data Report (ADR), which will enable Clearinghouses to know immediately which documents have been acquired by each ERIC component and to check for duplicates. The online ADR will allow Clearinghouses to quickly verify that materials they have acquired for entry to the database are not already being processed by another Clearinghouse. Currently, the Clearinghouses use a manual ADR system.

ERIC Document Reproduction Service

The ERIC Document Reproduction Service (EDRS) manufactures and sells the microfiche and paper copies of documents in the ERIC database. It produces microfiche for approximately 800 Standing Order Customers (SOCs), creating over one million microfiche a month from the 1,100 titles added to the database. EDRS also provides on-demand paper copies of RIE documents in response to mail orders and online computer requests (customers can place orders through all three online ERIC database vendors--ORBIT, DIALOG, and BRS--and through OCLC).

Requests for many documents numbered in the hundreds. For 1988, some of the most popular ERIC documents ordered from EDRS were:

A Parent's Guide to Special Education in Missouri. Drake University, Des Moines, Iowa.

The Library Literacy Connection: Using Library Resources with Adult Basic Education Students. Public Library of Columbus and Franklin County, Columbus, Ohio.

Organizing and Managing the Junior High Classroom. Research and Development Center for Teacher Education, Austin, Texas.

Organizing and Managing the Elementary School Classroom. Research and Development Center for Teacher Education, Austin, Texas.

What Works. Research About Teaching and Learning. U.S. Department of Education, Office of Educational Research and Improvement.

Reflections on Growing up Disabled. ERIC Clearinghouse on Handicapped and Gifted Children.

School Based Staff Support Teams: A Blueprint for Action. ERIC Clearinghouse on Handicapped and Gifted Children.

Adult Development: Implications for Adult Education. ERIC Clearinghouse on Adult, Career, and Vocational Education.

Fostering Sex Fairness in Vocational Education: Strategies for Administrators. National Center for Research in Vocational Education.

Innovative Instructional Incentive Plan. Broward County School Board, Fort Lauderdale, Florida.

Other ERIC System Initiatives

Assessment of CIJE Coverage

ERIC program staff conducted a survey of the 16 Clearinghouses and the ERIC Facility regarding CIJE's strengths, weaknesses, and options for improvement. The survey requested information in five major areas: journal coverage, journal selections and annotation, format, administration, and client satisfaction and expectations. The major findings of the survey are summarized below.

CIJE Coverage

- Most Clearinghouses reported that there were journals in their scope area which they did not cover for CIJE, but that they would if resources were made available.
- The Clearinghouses and the Facility did not favor reducing the number of RIE documents processed in favor of increasing the number of CIJE entries.
- The ERIC Clearinghouses believed that it was important to maintain an international visibility by continuing coverage of some foreign journals, even though reprints of articles might be unavailable through UMI.

CIJE Format

- For cost purposes, some Clearinghouses had proposed that ERIC consider processing some journals for CIJE without annotations (short abstracts). In response to this proposal, there was almost unanimous agreement among Clearinghouses supporting the retention of CIJE annotations; in fact, some Clearinghouses supported increasing the current 50 word limit to 75-100 words.
- The majority of Clearinghouses supported a proposal that the Facility edit CIJE (currently, Oryx Press edits and publishes CIJE), while rejecting the need for an editorial board for CIJE.

Client Satisfaction and Expectations

- Of the Clearinghouses that receive feedback from their clients, the major negative criticisms focused on late or missing journals and issues, the difficulty in finding journals, and the desire for more expanded coverage.

- Though most journals are only selectively covered in CIJE, many CIJE readers believe that **all** education-related articles in the covered journals are included in CIJE.

Recommendations

- Increase funding to expand the journal and article coverage in CIJE.
- Reemphasize Clearinghouse responsibility for reviewing all articles in the journals they cover, not just the articles in their own scope areas.
- Revise selection criteria for articles and journals and clearly state policies at the front of CIJE and in all information about ERIC.
- Gather additional information about client satisfaction.

ERIC International

One aspect of ERIC that is infrequently discussed is ERIC's growing relationships and activities with organizations and persons in foreign countries. Several ERIC components work actively with constituents outside the United States, as demonstrated in the following examples:

InterED. InterED is a group of representatives from the *Australian Education Index (AEI)*, the *British Education Index (BEI)*, the *Canadian Education Index (CEI)*, and ERIC. Begun in 1986, the participants have been working together to develop a family of English-language, education-related databases, using a common indexing language with national variants. The *Australian Education Index* has already been published, and the Canadians and British have begun work on their own thesauri.

The four files -- *ERIC*, *AEI*, *BEI*, and *CEI* -- will form a cluster of educational databases called *ERIC International*. InterEd also is working to combine the four English-language national thesauri into an international thesaurus which will list common descriptors and national variants (for example, "Public School" in Britain is very different from "Public School" in the United States!).

The first result of this international cooperative effort was that, in August 1988, the *BEI* file became available online on DIALOG (File 121), alongside ERIC (File 1). The Australian and Canadian files are expected to be available online in 1989. The new British vocabulary developed for online searching owes an acknowledged debt to the *Thesaurus of ERIC Descriptors*, which was selected as the basis for the new British vocabulary because there already were many regular British users of the ERIC database and because

ERIC had, over its twenty-year history, been a flexible and constantly updated indexing tool.

International Visits and Visitors. ERIC increased its influence in countries abroad with seven directors and three associate directors visiting 12 different countries: Australia, Canada, Egypt, England, France, Germany, Indonesia, Italy, Jamaica, Japan, New Zealand, and the Republic of China. The ERIC directors acted as consultants to foreign officials, presented papers on specific topics, conducted seminars, established new ERIC standing order customers, and planned new educational information systems.

The number of international education officials and delegations that came to visit the Clearinghouses and OERI was also impressive. At least 15 different countries sent representatives to visit ERIC, with some countries represented by more than one group. The visitors came from Australia, Japan, the Republic of China, the USSR, Finland, Yugoslavia, Hungary, Romania, West Germany, France, Iceland, Italy, Syria, Kuwait, and Saudi Arabia.

I've obtained a reading list . . . on science and technology in Latin America and note that most of the information comes through the ERIC files. What a wonderful service! I'm sending a copy to the Director of the Council of Science and Technology here in Peru . . . (from the Executive Director of the Fulbright Commission in Lima, Peru).

ACCESS ERIC

In the summer of 1988, the U.S. Department of Education began a competition to establish ACCESS ERIC. The first new component of the ERIC system in over twenty years, ACCESS ERIC will make education research and information more accessible to parents, educators, scholars, and policymakers and will help make the public more aware of the ERIC system. ACCESS ERIC will coordinate the ERIC system's outreach and dissemination activities, develop new ERIC publications, and provide reference and referral services through a nationwide "800" telephone number and through new computerized data files.

ACCESS ERIC began work in May 1989.

ERIC Task Forces

A mandate for system improvement and expansion was explicit in the 1987 competition for ERIC Clearinghouse contracts, requiring all Clearinghouse to reach and serve new audiences, create more diversified publications, collaborate more actively with other OERI-funded programs, and acquire and apply new technologies for both information dissemination and administration.

In April 1988, a series of ERIC Task Forces was created, with the purpose of harnessing the ideas and experience of ERIC staff to create a comprehensive blueprint for what ERIC might become. A short description of each Task Force follows:

- | | |
|--------------------------|--|
| Task Force on Technology | ■ Identify short-term and long-term ways in which the ERIC program could apply emerging technologies to improve the acquisition, publication, and dissemination of information, and improve systemwide management. |
| Task Force on Products | ■ Assess the status of ERIC publications and propose cohesive product lines. |
| Task Force on Training | ■ Identify current and emerging training priorities, and compile or develop effective training materials. |
| Task Force on Assessment | ■ Identify and collect information needed to resolve systemwide policy and technical issues, and begin planning for an independent review of the ERIC system. |
| Task Force on the Future | ■ Integrate reviews of previous studies of ERIC, interviews with educators and policymakers and the recommendations of the other Task Forces into a model of an expanded ERIC program which applies state-of-the-art methods to carry out its mission. |

TABLES AND APPENDIX

TABLES 1 and 2:

**ERIC SERVICE PROVIDERS BY STATE, FOREIGN COUNTRY,
and TYPE OF ORGANIZATION (as of June 1986).**

STATE	ERIC SERVICE PROVIDERS
ALABAMA	14
ALASKA	4
ARIZONA	7
ARKANSAS	11
CALIFORNIA	56
COLORADO	14
CONNECTICUT	8
DELAWARE	3
DISTRICT OF COLUMBIA	19
FLORIDA	26
GEORGIA	23
HAWAII	2
IDAHO	3
ILLINOIS	28
INDIANA	11
IOWA	7
KANSAS	11
KENTUCKY	11
LOUISIANA	15
MAINE	6
MARYLAND	20
MASSACHUSETTS	22
MICHIGAN	22
MINNESOTA	10
MISSISSIPPI	13
MISSOURI	19
MONTANA	6
NEBRASKA	8
NEVADA	3
NEW HAMPSHIRE	6
NEW JERSEY	22
NEW MEXICO	7
NEW YORK	65
NORTH CAROLINA	24
NORTH DAKOTA	1
OHIO	26
OKLAHOMA	16
OREGON	10
PENNSYLVANIA	33
RHODE ISLAND	3
SOUTH CAROLINA	9
SOUTH DAKOTA	3
TENNESSEE	12
TEXAS	55
UTAH	6
VERMONT	3
VIRGINIA	24
WASHINGTON	13
WEST VIRGINIA	9
WISCONSIN	21
WYOMING	1
SUBTOTAL	771
GUAM	1
PUERTO RICO	6
VIRGIN ISLANDS	2
SUBTOTAL	9

TABLE 1

FOREIGN COUNTRY	ERIC SERVICE PROVIDERS
AUSTRALIA	26
BELGIUM	1
CANADA	49
DENMARK	1
ENGLAND	4
FINLAND	1
FRANCE	1
HONG KONG	1
ISRAEL	1
ITALY	1
JAPAN	2
LEBANON	1
MEXICO	3
NETHERLANDS	3
NEW ZEALAND	2
NORWAY	1
PAPUA NEW GUINEA	1
PHILIPPINES	1
SOUTH AFRICA	1
SWEDEN	2
SWITZERLAND	2
WEST GERMANY	6
SUBTOTAL	111
GRAND TOTAL	891

TABLE 1 (continued)

GOVERNMENT	
Federal Agencies	16
State Agencies	29
Intermediate (Joint State/Local Agencies)	10
Local (City/County Agencies)	31
SUBTOTAL	86
NON-PROFIT	
Higher Ed Institutions	597
Public Libraries	36
ERIC Clearinghouses	16
Other Non-Profit	23
SUBTOTAL	672
FOR PROFIT	
ORGANIZATIONS	12
INDIVIDUALS	
NON-DOMESTIC	1
ORGANIZATIONS	
U.S. Outlying Territories	9
Foreign	110
International	1
SUBTOTAL	120
GRAND TOTAL	891

TABLE 2

TABLE 3: RECIPIENTS OF RESOURCES IN EDUCATION, BY STATE

STATE	GPO SUBSCRIBERS	COMPLIMENTARY DISTRIBUTION
ALABAMA	11	3
ALASKA	6	-
ARIZONA	12	3
ARKANSAS	6	3
CALIFORNIA	77	11
COLORADO	11	1
CONNECTICUT	13	-
DELAWARE	4	1
DISTRICT OF COLUMBIA	16	19
FLORIDA	47	2
GEORGIA	24	3
HAWAII	6	1
IDAHO	0	1
ILLINOIS	56	2
INDIANA	17	3
IOWA	19	1
KANSAS	12	2
KENTUCKY	13	3
LOUISIANA	8	1
MAINE	11	-
MARYLAND	33	8
MASSACHUSETTS	61	2
MICHIGAN	29	3
MINNESOTA	16	2
MISSISSIPPI	12	2
MISSOURI	15	-
MONTANA	2	3
NEBRASKA	13	-
NEVADA	1	-
NEW HAMPSHIRE	9	-
NEW JERSEY	48	-
NEW MEXICO	1	-
NEW YORK	149	13
NORTH CAROLINA	25	1
NORTH DAKOTA	5	1
OHIO	42	4
OKLAHOMA	11	1
OREGON	11	2
PENNSYLVANIA	61	5
RHODE ISLAND	3	-
SOUTH CAROLINA	26	1
SOUTH DAKOTA	2	-
TENNESSEE	23	1
TEXAS	48	3
UTAH	1	1
VERMONT	8	1
VIRGINIA	38	11
WASHINGTON	30	3
WEST VIRGINIA	11	2
WISCONSIN	26	3
WYOMING	1	1
SUBTOTAL	1,116	139
GUAM	1	-
PUERTO RICO	14	1
SUBTOTAL	15	1
GRAND TOTAL	1,131	140

NOTE:
ADDITIONAL INFORMATION ABOUT
RIE RECIPIENTS.

GPO SUBSCRIBERS	
DOMESTIC	1,131
FOREIGN	504
SUBTOTAL	1,635
COMPLIMENTARY DISTRIBUTION (Via ERIC)	
DOMESTIC	140
FOREIGN	26
SUBTOTAL	166
DEPOSITORY LIBRARIES	1,073
OFFICIAL "EXCHANGES"	60
TOTAL	2,934

TABLE 3

TABLE 4: RECIPIENTS OF RESOURCES IN EDUCATION, BY COUNTRY

STATE	GPO SUBSCRIBERS	COMPLIMENTARY DISTRIBUTION
ARGENTINA	2	1
AUSTRALIA	70	-
AUSTRIA	1	-
BELGIUM	4	-
BRAZIL	6	-
BRUNEI	1	-
BULGARIA	1	-
BURMA	1	-
CANADA	110	1
CANARY ISLANDS	1	-
CHILE	2	-
CHINA	1	-
COSTA RICA	2	1
CZECHSLOVAKIA	1	-
DENMARK	3	1
EGYPT	2	-
ENGLAND	49	-
EL SALVADOR	1	-
FINLAND	11	-
FRANCE	8	4
HONG KONG	3	-
HUNGARY	1	2
INDIA	6	4
IRAQ	3	-
IRELAND	7	-
ISRAEL	7	2
ITALY	7	-
JAPAN	13	1
JORDAN	1	-
MALAYSIA	8	-
MEXICO	9	-
NETHERLANDS	12	-
NEW ZEALAND	12	-
NIGERIA	1	-
NORWAY	9	1
PAKISTAN	1	-
PERU	1	-
PHILIPPINES	4	-
PORTUGAL	6	-
ROMANIA	1	-
SAUDI ARABIA	2	-
SCOTLAND	7	-
SENEGAL	1	-
SINGAPORE	2	-
SOUTH KOREA	1	-
SOUTH AFRICA	15	-
SPAIN	21	-
SUDAN	1	-
SWEDEN	9	2
SWITZERLAND	3	1
TAIWAN	5	-
THAILAND	5	1
TONGA	1	-
TRINIDAD & TOBAGO	1	-
TUNISIA	1	-
TURKEY	4	-
UPPER VOLTA	1	-
U.S.S.R.	2	2
VENEZUELA	1	-
WALES	1	-
WEST GERMANY	33	-
YUGOSLAVIA	1	1
GRAND TOTAL	504	26

TABLE 4

TABLE 5: STATISTICAL REPORT OF ERIC CLEARINGHOUSES**EDUCATIONAL RESOURCES INFORMATION CENTER***January - December 1988*

STAFF	Staff Hours charged to the contract	179,403
	Staff Hours contributed by the host institution	29,899
	TOTAL Hours of Effort	209,302
ACQUISITIONS and DATABASE BUILDING	Documents requested by title	36,653
	New acquisitions arrangements	128
	Documents received-solicited	13,278
	Documents received-unsolicited	6,387
	Documents received-transferred in	5,041
	TOTAL Documents Received	24,706
	Rejection rate	32%
	Journal issues processed-comprehensively	618
	Journal issues processed-selectively	2,398
	Journal issues processed-one-shot	415
	TOTAL Journal Issues Processed	3,431
LEXICOGRAPHY	New Descriptors submitted	80
	Changes recommended to current descriptors	17
REQUESTS	Letter inquiries	52,623
	Telephone inquiries	18,602
	E-Mail inquiries	1,111
	Clearinghouse visitors	22,451
	TOTAL Inquiries/Visitors	94,787
	Manual searches completed	3,838
	Computer searches completed	4,327
	TOTAL Searches	8,165
REQUESTS FOR . . .	Requests for Clearinghouse products	395,834
	Requests for specific titles (non-Clearinghouse)	4,984
	Requests for subject-specific information	30,041
	Requests for ERIC information	18,556
	Requests to be placed on mailing list	11,695
	Requests to use Clearinghouse resources	5,560
	TOTAL Responses to Requests	466,670
	Request referred elsewhere	14,008
OUTREACH and TRAINING	Meeting/Conferences/Workshops	501
	Meeting presentations	390
	Meeting exhibits	113
	Developed conference materials	396

STATISTICAL REPORT (continued)

USERS	Elementary/Secondary teachers	15,169
	Elementary/Secondary administrators	7,335
	Elementary/Secondary librarians	2,409
	Elementary/Secondary students	667
	Elem/Sec LEA's, school boards, etc.	4,728
	TOTAL for Elementary/Secondary	30,308
	Postsecondary professors/researchers	17,272
	Postsecondary administrators	5,263
	Postsecondary librarians	6,498
	Postsecondary students	9,079
	TOTAL for Postsecondary	38,112
	Government agencies-federal	1,345
	Government agencies-state	3,491
	Government agencies-local	1,464
	Government agencies-foreign	793
	TOTAL for Government Agencies	7,093
	Other librarians	1,646
	Journalists	843
	Other professionals	10,259
	Parents/General public	7,153
	TOTAL Other Users	19,901
	TOTAL Users	95,414
PUBLISHING	Newsletters	45
	Journal columns	233
	Journal articles	75
	ERIC Digests	163
	Major Clearinghouse publications	48
	Other Clearinghouse publications	156
DISTRIBUTION (SOLD)	ERIC Digests	5,612
	Newsletters	3,507
	Major Clearinghouse publications	80,122
	Other Clearinghouse publications	10,448
	TOTAL Sold	99,689
(FREE)	ERIC Digests	268,430
	Newsletters	169,511
	Major Clearinghouse publications	9,297
	Other Clearinghouse publications	642,866
	ERIC systemwide brochures	50,310
	TOTAL Free	1,140,414

TABLE 6: ERIC CLEARINGHOUSES AND FACILITY STAFF AND APPROPRIATION LEVELS, 1988.

ERIC Component	Staff		Total	FY 1988 funding (in thousands)
	Contract Hours	Contributed Hours		
Adult, Career & Voc Education	12,936	2,291	15,227	\$ 364
Counseling & Personnel Services	11,646	4,726	16,372	267
Educational Management	13,302	4,020	17,322	266
Elementary/Early Childhood Ed	12,480	1,764	14,244	286
Handicapped/Gifted Children	10,531	397	10,928	306
Higher Education	10,890	5,749	16,639	371
Information Resources	8,912	1817	10,729	298
Junior Colleges	11,155	2,191	13,346	262
Language and Linguistics	10,325	1,065	11,390	285
Reading & Communication Skills	17,606	2,522	20,128	379 (1)
Rural Education & Small Schools	4,737	860	5,597	305 (1)
Science, Math & Environmental Ed	14,258	1,877	16,135	315
Social Studies/Social Science Ed	14,476	924	15,400	344
Teacher Education	8,808	0	8,808	294
Tests, Measurement & Evaluation	5,658	560	6,218	292 (1)
Urban Education	11,638	953	12,636	263
Subtotal	179,403	31,716	211,119	\$4,894
ERIC Facility	26,970	0	26,970	704
EDRS	NA	NA	NA	35
ERIC Printing	NA	NA	NA	67
				\$5,700

Notes to TABLE 6.

(1) Includes transition costs required to transfer the Clearinghouse to a new contractor.

CLEARINGHOUSES (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on Counseling and Personnel Services (CG)

University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Educational Management (EA)

University of Oregon
1000 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on Elementary and Early Childhood Education (PS)

University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on Handicapped and Gifted Children (EC)

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on Higher Education (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on Information Resources (IR)

Syracuse University
School of Education
Huntington Hall, Room 630
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for Junior Colleges (JC)

University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems

ERIC Clearinghouse on Reading and Communication Skills (CS)

Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47405-2373
Telephone: (812) 855-5847

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on Rural Education and Small Schools (RC)

Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV);
(800) 344-6646 (Inside WV)

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for Social Studies/Social Science Education (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47405-2373
Telephone: (812) 855-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics as law-related education, ethnic studies, bias and discrimination, adoption, women's equity, and sex education.

ERIC Clearinghouse on Teacher Education (SP)
American Association of Colleges for Teacher Education (AACTE)

One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)

American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3893
Telephone: (202) 342-5060

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on Urban Education (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center (Central ERIC)

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5770
Telephone: (202) 357-6289

ERIC Processing & Reference Facility

ARC Professional Services Group
Information Systems Division
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850-3238
Telephone: (301) 590-1420

ERIC Document Reproduction Service (EDRS)

Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304-6409
Telephone: (703) 823-0500; (800) 227-3742

Oryx Press

2214 North Central Avenue at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156; (800) 457-6799

Access ERIC

Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850-3166
Telephone: (301) 251-5486; (800) 873-3742